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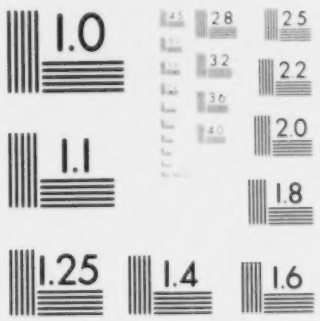

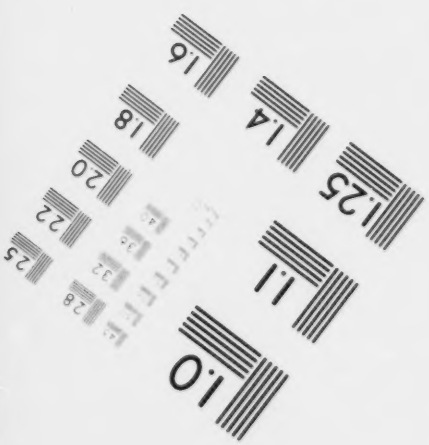

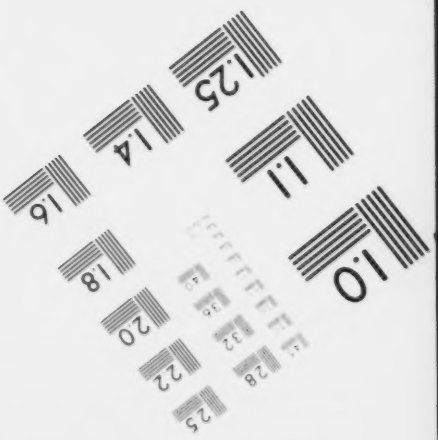

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ABSTRACT

This report summarizes the activities and achievements of the New York State Assembly's Committee on Higher Education during the 1995 legislative session. The Committee is responsible for the initiation and review of legislation relevant to higher education and the professions in New York State, as well as monitoring the ongoing activities of 39 professions regulated and licensed by the state, and offering guidance on policy and funding to the state's library network. It includes information on: (1) higher education budget and legislative initiatives at 36 public community colleges, the City University of New York the State University of New York, and numerous independent colleges and proprietary schools to which it distributes direct aid; (2) student financial aid; and (3) access programs, including a post-secondary opportunity program, a library partnership program, a teacher opportunity corps, a science and technology entry program, and a Native American student aid program. The report also summarizes activities related to licensed professions, libraries, and public broadcasting. Appendixes list professions licensed by the state, and summarize action on 1995 legislative bills. (CH)

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NEW YORK STATE

ASSEMBLY

'95 ANNUAL REPORT

ED 406 949

Committee on HIGHER EDUCATION

HE030126

Edward C. Sullivan
Chairman

Sheldon Silver
Speaker

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CHAIR
Committee on Higher Education

December 15, 1995

The Honorable Sheldon Silver, Speaker
New York State Assembly
State Capitol, Room 349
Albany, New York 12248

Dear Speaker Silver:

On behalf of the members of the Assembly Committee on Higher Education, I respectfully submit to you the Committee's 1995 Annual Report, highlighting our activities over the past year.

The 1995 Legislative Session presented a grave challenge to higher education in New York State. The Executive's budget proposal undermined virtually every gain made for higher education in the past two decades. Necessarily, preserving the State's commitment to providing access to college opportunities became the Committee's primary endeavor.

Through your support, the support of our members in the Assembly, and through the hard work of the State's student body and faculty, the Committee was able to:

- reject the Governor's proposal to eliminate the opportunity programs at CUNY, SUNY, and the independent sector;

- reject the Governor's proposal to raise tuition at SUNY and CUNY by more than $1,000; and

- reject the Governor's proposal to eliminate Aid for Part-Time Study, the State's only financial aid program for part-time students.

The Committee also played a pivotal role in a major initiative for CUNY, SUNY, and New York: the consolidation of the CUNY Graduate Center at the B. Altman building in Manhattan. This move will allow the SUNY College of Optometry to move out of rented space and into the former CUNY site.

As we approach the 1996 Session, I look forward to another year with your support and guidance.

On behalf of the Committee, I would also like to extend sincere appreciation and thanks to Martin Luster, Chair of the Subcommittee on Libraries, for his important contributions during the 1995 Session.

Sincerely,

Edward C. Sullivan
Chairman

1995 ANNUAL REPORT

NEW YORK STATE ASSEMBLY

STANDING COMMITTEE ON HIGHER EDUCATION

Edward C. Sullivan, Chairman

Committee Members

Majority

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Antoinette Nowak, Program and Counsel Executive Secretary

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I. COMMITTEE JURISDICTION

The Committee on Higher Education is primarily responsible for the initiation and review of legislation relevant to higher education and the professions in New York State. Formally, the Committee is concerned with policy initiatives affecting the State University, the City University, the independent sector of higher education, proprietary vocational schools, student financial aid, the licensed professions, libraries, and public broadcasting. However, because of the complex and comprehensive nature of New York's system of higher education, the Committee has been involved in shaping legislation in such diverse public policy fields as health care, economic and work force development, high technology research, capital finance, and elementary and secondary education.

The New York State system of higher education has long been heralded for its quality and comprehensive service to the public with a full range of academic, professional, and vocational programs. The three components of this system are the State University of New York (SUNY), the City University of New York (CUNY), and the numerous independent colleges and universities and proprietary colleges and schools within New York State.

In addition to providing support to the State-operated campuses of SUNY and the senior college programs of the City University, New York State shares the financing of 36 public community colleges, and distributes direct aid to independent colleges and universities. The State additionally demonstrates its commitment to higher education through funding the country's largest state-supported tuition assistance program, TAP.

Through grants and loans to students, direct subsidies to independent institutions, and total financing of public institutions, New York State contributes over $4 billion annually to educate over 1.3 million undergraduate, graduate, full- and part-time students.

The Committee on Higher Education also monitors the ongoing activities of the 39 professions which the State Education Department is charged with licensing and regulating. Through careful consideration of legislation affecting the professions and through monitoring the professional disciplinary functions of the State Education and Health Departments, the Committee endeavors to protect the health, safety, and welfare of the public and to ensure the maintenance of high standards and competence within the professional realm.

Libraries and public broadcasting constitute the Committee's third major area of responsibility. New York's public libraries represent an invaluable educational and cultural resource. The people of the State also derive tremendous educational and cultural benefit from the State's 11 public television stations and 16 public radio stations. Recognition of the contribution of libraries and public television and radio is reflected in State assistance for the operation and maintenance of these services.

The Subcommittee on Libraries, chaired by Assemblyman Martin Luster, offers guidance on policy and funding for the State's network of libraries. The Subcommittee on Community Colleges, chaired by Assemblyman Sam Colman, assists in the review and initiation of legislation and programs concerning the 36 State and locally-sponsored community colleges which are dispersed throughout the State.

This report summarizes the activities and achievements of the Committee on Higher Education in each of its major areas of responsibility during the 1995 Legislative Session.

II. HIGHER EDUCATION

A. Community Colleges

New York State boasts 36 public community colleges -- 30 within the State University system and six within the City University system. With a total enrollment well over 200,000 and growing, community colleges provide a primary source of access to higher education opportunities. The community colleges of SUNY and CUNY are referred to as "full opportunity" institutions, accepting all recent high school graduates and returning residents from the colleges' sponsorship areas.

Community colleges are unique in that they are financed cooperatively by three partners: the State, a local sponsor, and the students. Community colleges are primarily controlled by the local sponsor, assuring that these institutions have greater flexibility to respond to the local educational needs of a unique student population. Many community college students are non-traditional students who return to college later in life, attend part-time, or combine work and family responsibilities with study.

Budget Highlights

The 1995-96 budget preserved community colleges' primary source of State operating support -- base aid -- at $1,800 per full-time equivalent (FTE) student.

The 1995-96 budget also continued a provision which prohibits tuition revenue from accounting for more than one-third of a college's net operating costs, unless the local sponsor's contribution is comparable to amounts provided in the previous year. This maintenance of effort provision ensures that tuition rates remain affordable while local sponsor effort is continued.

While basic operating aid will continue, the Legislature was unable to restore funding for additional aid to community colleges which the Governor slated for elimination. These are categorical aid, which supported a variety of student services, and supplemental aid, which provided per-FTE support for remedial and business and technical programs.

For CUNY, this represents an $11 million reduction, of which the Legislature restored $574,000 in order to maintain College Discovery (CD) at City University community colleges. The total loss for SUNY was $17.6 million.

The Legislature did reject the Governor's proposal to eliminate new charge-back reimbursements. Charge-back costs are normally incurred by counties with residents who attend a community college outside of its region. This cost is charged to the county of residence by the county which sponsors the community college of attendance. Beginning in 1994, the Legislature, recognizing the burden on localities which either sponsor a community college or send residents to community colleges in other regions, provided reimbursements to counties for charge-back costs associated with residents attending the Fashion Institute of Technology (FIT).

The final budget for 1995-96 includes an additional $3.1 million to continue charge-back payments.

B. City University of New York

Founded as the Free Academy in 1847, the City University of New York (CUNY) has grown into the largest urban university in the nation. CUNY is also the third largest university system in the country and is comprised of 20 campuses throughout Queens, Brooklyn, Manhattan, the Bronx, and Staten Island, and includes 10 senior colleges, a two-year preparatory medical program, a law school, a graduate center, and six community colleges. Through this network, CUNY provides educational opportunities and skills training to an ethnically and culturally diverse population of about 144,000 students (approximately 99,000 at the senior colleges and approximately 44,000 at the community colleges).

Budget Highlights

The Governor's proposed budget for CUNY contained budget reductions and a tuition increase which would have proven tragic if not rejected by the Assembly. In addition to a lump sum cut of $46 million from CUNY's operating budget, the Governor also recommended raising the University's revenue requirement by $116.6 million. A revenue requirement of this size would have required a **minimum** tuition increase of $1,000 above the 1994-95 rate of $2,450 per year.

The Governor's recommendations would have translated into mass faculty layoffs, enrollment attrition, lack of course availability, and a potential threat to CUNY's traditional mission of access and quality.

The Assembly was pivotal in funding $23 million in restorations to offset the lump sum reduction, and $22 million to reduce the projected tuition increase. As a result, for 1995-96, CUNY must manage a $23 million operating budget reduction to be distributed system-wide. Additionally, tuition for 1995-96 was increased by $750, significantly less than what would have been required under the Governor's plan.

The Executive Budget also called for the elimination of Search for Education, Elevation, and Knowledge (SEEK), the opportunity program for the City University. The Assembly has long heralded SEEK programs for expanding opportunities for the most academically and economically disadvantaged students in the senior colleges of CUNY. After a hard-fought battle, the Legislature managed to restore 75% of SEEK funding, for a total of $11.3 million in 1995-96. A task force was also created to study and make recommendations on strengthening all higher education opportunity programs.

Legislative Highlights

Conversion of the B. Altman Building: Chapters 312 and 313

For two years, the Assembly initiated legislation to take advantage of a purchase opportunity in mid-town Manhattan, the vacant B. Altman Building. The site offered a location to consolidate all of the City University Graduate School functions within the same State-owned building. As a second component of the move, the State University College of Optometry would then move out of costly rented space and take over the former CUNY site.

A wonderful opportunity for New York, SUNY and CUNY, this goal was finally achieved in 1995. Chapters 312 and 313 of the Laws of 1995 authorize the planning, design and acquisition of the B. Altman Building to unify the CUNY Graduate School and University Center and to relocate the College of Optometry.

Tuition Waivers for Senior Citizens: Chapter 344

Legislation enacted in 1995 (A.6138, Lafayette) extends to CUNY a provision of law previously applicable only to SUNY. This legislation authorizes the City University trustees to permit persons ages 60 and over to audit courses, tuition-free, on a space-available basis.

Public Hearings

On August 3rd of this year, the Assembly Higher Education Committee held a public hearing on the subject of Long-Range Planning of the City University of New York. CUNY had been undertaking a central planning effort for several years, resulting in a systematic, academic and administrative restructuring. The Governor's recommendations for severe budgetary reductions fueled additional retrenchment activity system-wide.

The Committee on Higher Education held its hearing to explore recent University action and to solicit input from the college community on the long-range planning effort.

C. State University of New York

The State University of New York is the largest public university system in the nation. Composed of 64 units offering a full range of academic, professional, and vocational programs, the University offers flexible educational opportunities through its university centers, comprehensive colleges, colleges of technology, and community colleges. The State University system enrolls over 380,000 students to whom over 4,600 programs of study are available. This vast and comprehensive network serves as a striking example of New York's commitment to and investment in public higher education.

Budget Highlights

The Governor's budget recommendations for the State University were devastating: a $73.5 million operating reduction was proposed, in addition to a revenue requirement of $197 million above 1994 levels. This revenue target would have required a **minimum** tuition increase of $1,000. In reality, SUNY may have needed to increase tuition as much as $1,600 above the 1994-95 rate of $3,650, because the Governor's projections had failed to consider enrollment attrition, lack of course availability, and faculty retrenchment.

The Assembly worked to restore as much as possible of these reductions. The final 1995-96 budget included a $36.9 million lump sum restoration, lessening the impact that will be felt system-wide. Additionally, the Legislature restored $54 million to reduce the eventual burden on students by limiting the tuition increase to $750.

The Governor also pushed for the elimination of SUNY's opportunity program, the Educational Opportunity Program (EOP). Since the Program's inception in the late 1960s, EOP has contributed to the diversity of SUNY and has helped New York fulfill its obligation to providing our residents with as many opportunities as possible for a college education. The Assembly won a 75% restoration of $12.9 million for EOP in 1995-96.

Legislative Highlights

Custodial Accounts for Employees: Chapter 557

Legislation approved in 1995 (A.3885, Tokasz) will establish a custodial account program for SUNY and CUNY employees. These custodial account programs will permit SUNY faculty and staff to have their contributions invested for future needs.

Public Hearings

The Future of SUNY

On September 28 of this year, the Committee on Higher Education provided a forum to explore the future of SUNY. Against the backdrop of restructuring plans, the Committee wanted to ensure the contribution of students, faculty, administration, and all who would be affected by imminent academic or policy changes.

The Future of the SUNY Health Science Centers

In a joint effort, the Committees on Higher Education and Health, and the Majority Leader of the Assembly, held public hearings on November 27 in Brooklyn and November 29 in Syracuse to study recent proposals dealing with SUNY's academic hospitals -- HSC Brooklyn, HSC Syracuse, and HSC Stony Brook.

With the passage of legislation in 1994, the Assembly has been the leading advocate to provide the hospitals with needed flexibility to remain both viable health care providers and quality academic centers. However, there have been recent discussions that suggest that a new plan for the Health Science Centers may be warranted, including separating them from SUNY and converting them into non-profit agencies. It is expected that this will be a major area of action in 1996.

D. Student Financial Aid

Budget Highlights

Tuition Assistance Program (TAP)

New York State remains a leader among the states in providing student financial aid to its residents. In 1995-96, the Legislature appropriated $581 million for TAP, an entitlement grant program for New York State residents, and the largest program of its kind in the nation. As indicated by its title, TAP grants are applicable toward a student's tuition costs. Across all sectors of higher education -- public, independent, and proprietary degree-granting -- over 300,000 New Yorkers benefit from TAP each academic year.

The Governor had proposed over $140 million in cuts to TAP for 1995-96. The components of the Governor's recommendations included drastic reductions in dependent student and emancipated student awards; reductions in the minimum award; eliminating Supplemental-TAP (STAP); capping public sector awards to 90% of tuition; eliminating graduate TAP; eliminating TAP for incarcerated students; and eliminating TAP for students in business schools.

With little funds to make restorations, the Committee strived to distribute what was available in the most meaningful ways possible. The final 1995-96 budget included the following restorations for TAP:

- an increase in the maximum award for freshman and sophomore dependent undergraduate students from $3,575 to $3,900;
- an increase in the freshman and sophomore emancipated student award from $2,450 to $3,025;
- an increase in the maximum award for junior and senior emancipated students from $2,450 to $2,575;
- an increase in the minimum award for freshman and sophomore students from $100 to $275;
- a 50% restoration of graduate student awards with a maximum of $550 and a minimum award of $75;

- a partial restoration of awards for students in non-degree business programs, with a maximum of $1,000 for dependent students and $800 for emancipated students; and

- a restoration and re-creation of STAP for students in summer remedial education programs.

Legislative restorations for TAP amounted to $47 million. Unfortunately, the Legislature was unable to find adequate funding to overcome the Governor's recommendation to cap SUNY and CUNY student awards at 90% of tuition, or to provide awards to incarcerated students.

Aid for Part Time Study (APTS)

The Aid for Part-Time Study (APTS) Program provides grants to undergraduate college students for part-time course work. This program recognizes the ongoing trend in college study away from full-time attendance and toward part-time study during days, evenings, and even weekends. Many part-time students combine academic study, work, and family demands. As such, these students have a significant need for financial aid. However, part-time students do not qualify for TAP.

Although APTS is capped by its annual appropriation, awards for part-time study have enabled thousands of students to attend college. Over 22,000 students are awarded Aid for Part-time Study grants annually.

It is well known in the higher education community that the need for APTS far exceeds the annual appropriation. Despite the obvious need for the program, the Governor recommended eliminating APTS for 1995-96. The Committee was instrumental in overcoming this recommendation, and restored the entire $14.6 million for APTS in 1995-96.

Scholarships and Fellowships

The Legislature approved funding totaling $16.2 million for higher education scholarships and fellowships. This amount includes funds for Physician Loan Forgiveness Awards; Professional Opportunity Scholarships; Primary Care Practitioner Awards; Tuition Awards for Vietnam Veterans; Regents Awards for Children of Deceased or Disabled Veterans, Police, Firefighters, and Correction Officers; and the Empire State Public Employees Scholarships Program.

E. The Independent Sector of Higher Education

New York State is fortunate to have the most diversified and largest independent sector of higher education in the nation. The 136 independent colleges and universities of this State enroll nearly 400,000 students, many of whom are recruited from outside of New York State. New York not only boasts the nation's largest private university, New York University, it also prides itself on numerous excellent, small colleges as well.

In many instances across the State, a college or university is the major employer in the community. Therefore, a strong independent sector of higher education helps the New York economy in several respects -- through educating its workforce, as an employer, and through the ancillary services in the community that cater to the student and staff population.

Bundy Aid

Bundy Aid, formally known as Unrestricted Aid to Independent Colleges and Universities, provides direct support to higher education institutions based upon the number and type of degrees conferred by the college or university. Ninety-seven institutions receive Bundy Aid, totaling $39 million for 1995-96 -- a loss of $3 million from 1994-95. The Legislature was able to restore only half of the Governor's proposed $6 million reduction to Bundy Aid.

Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program is a critical access program for educationally and economically disadvantaged students who attend independent institutions of higher education. The HEOP programs serve approximately 5,500 enrollees through 60 programs with supportive programs, such as pre-freshman summer programs, remedial and developmental courses, tutoring, and counseling.

Legislative Highlights

Private College Campus Security Officers: Chapter 611 (A. 8287, Rules, Bragman)

This legislation provides a process for licensed security guards employed by a private college, to be appointed as private college security officers. These officers will have greater authority than civilians and will be subject to local law enforcement approval.

F. Access Programs

Access to higher education opportunities has been a long-standing priority of this Committee. Over the years, the Legislature has created programs that provide special assistance to educationally and economically disadvantaged students, under-represented groups, and "at-risk" youth -- students who are in danger of academic failure or dropping out of school.

Through counseling, remedial coursework, financial assistance, dropout prevention, and skills training, these programs are dedicated not only to encouraging college enrollment, but also helping to ensure success in the post-secondary academic environment.

Opportunity Programs

Individuals who show potential for post-secondary academic success but who do not meet regular admissions criteria, may be provided access to a college education through one of the

opportunity programs. They are: College Discovery (CD), which operates at CUNY community colleges; Search for Education, Elevation, and Knowledge (SEEK) at CUNY senior campuses; the Educational Opportunity Program (EOP) at SUNY two and four-year colleges; and the Higher Education Opportunity Program (HEOP), which is the independent sector's opportunity program.

By finding places in college for economically and educationally disadvantaged individuals, these programs help the public universities to expand their open admissions policies and help the private sector to look beyond financial need when making admissions decisions. In addition to being "packaged" with student financial aid to help defray the costs of travel, room and board, and books, students in these programs participate in academic remediation, career counseling, diagnostic testing, and tutoring programs.

In his 1995-96 budget proposal, Governor Pataki recommended eliminating the opportunity programs. The Committee placed restoring these vital programs among its highest priorities. In the end, a 75% restoration in funding was secured for all opportunity programs for 1995-96, and a temporary task force was created to study and make recommendations on the opportunity programs. Final funding for 1995-96 is $16.4 million for HEOP, $11.3 million for SEEK, and $12.9 million for EOP.

Liberty Partnerships Program

The Liberty Partnerships Program serves middle, junior, and senior high school students who are at risk of dropping out, and assists them in not only completing high school, but also in entering college or finding meaningful employment. In his 1995-96 budget proposal, the Governor recommended adding a new and incompatible component to Liberty that would have amounted to a major reduction in funding and loss of students. The Committee managed to maintain both funding for Liberty Partnerships at $12.5 million and the program's intended purpose.

Teacher Opportunity Corps

The goal of the Teacher Opportunity Corps (TOC) is to attract more African-Americans, Hispanics, and Native Americans to the teaching profession and to prepare these individuals to work effectively with students who are at risk of academic failure and dropping out of school. The TOC is also considered to be a model of excellence for teacher education programs. In 1995, the Governor recommended eliminating funding for the already modestly funded program. The Committee fought to secure funding for TOC and won a restoration of $1 million, down $600,000 from 1994-95.

Science and Technology Entry Program and Collegiate STEP

The Science and Technology Entry Program (STEP) and Collegiate -STEP address the need for more students of under-represented and economically disadvantaged populations to enter

collegiate study and careers in scientific, technical, and health-related fields. Again, the Governor recommended eliminating this program, funded at $9.9 million in 1994-95. The Legislature restored the program and its funding to $7.5 million for 1995-96.

Native American Student Aid

The State provides small awards to Native Americans pursuing post-secondary study in New York. This access program offers financial aid to eligible Native Americans and has been critical in addressing the underrepresentation of this population in New York State's higher education. In 1995-96, funding for Native American Aid is maintained at the prior year's level of $635,000.

III. LICENSED PROFESSIONS

New York State licenses 39 professions under Title VIII of the Education Law. Legislation to license a new profession or to alter the practice of an existing profession falls under the jurisdiction of the Committee on Higher Education. The State Education Department (SED), through its Office of the Professions, regulates the practice of the professions authorized under Title VIII on an ongoing basis.

As the Committee considers measures to license professions that previously have not been regulated by Title VIII of Education Law, it must be ascertained whether or not licensure is necessary to protect the health, safety and welfare of the public. Since licensure also involves the imposition of requirements and qualifications on a group of individuals which may restrict both the size of the qualified pool of candidates for licensure and its composition, consideration is also given to the effects of licensure on ensuring adequate public access to the services being regulated, access to the profession by historically under-represented populations, and avenues for advancement in the profession.

An essential component of the monitoring process is to ensure that existing standards and qualifications reflect current practices and needs, especially in light of shifting demographics and rapidly changing technologies. Each year, the Committee reviews numerous pieces of legislation which propose to change the scope of practice of currently licensed professions. Modifying current professional standards provides a means by which the Committee fulfills its obligation to protect the well-being of the public.

Some professions are not licensed, but certified. The distinction made between licensure and certification in the Education Law is that licensure protects both the title and practice of a profession, while certification protects only the title. Both require that standards of education, examination, and experience are met to assure the public that those individuals achieving licensure or certification are qualified.

Legislative Highlights

Professional Discipline Reform: A. 8243, E.C. Sullivan

The Chairman introduced legislation to reform the professional discipline process for the professions regulated by the Education Department. The Education Department stresses the need for reform in order to attain efficiencies in the process through the elimination of duplicative processes. The Committee's goal is to streamline the process, while maintaining the rights of the professional to a fair hearing. This legislation would also put into place a system within SED through which professionals who have a drug or alcohol dependency, but are not placing the public in danger, may continue to practice with close supervision and rehabilitation. Additionally, this legislation would authorize the Education Department to prosecute individuals who practice a profession but have no credentials to do so.

This legislation is likely to be considered during the coming session.

Optometry Scope of Practice: Chapter 517 (A. 2444, Tokasz)

This legislation provides a certification process for optometrists to treat eye disease through prescribing and using pharmaceutical agents. Before using therapeutic drugs, an optometrist must complete at least 300 hours of clinical training and pass an examination. Graduates of an approved program after January of 1993 and optometrists certified to use therapeutic agents in another jurisdiction are exempt from the additional training.

Patient safeguards would include mandatory consultation on glaucoma patients, the completion of at least 36 hours of continuing education per triennial registration period, and notification of a physician when steroids or antivirals are prescribed and the patient's condition worsens or does not improve.

Out-of-State Dental Students: Chapter 425 (A. 7831, Rules, E.C. Sullivan)

Prior to the adoption of this legislation, students attending medical schools outside of New York could not work in New York State hospital dental facilities under the current student exemption. This legislation extends the exemption available to New York State residents who practice dentistry as part of their clinical education program to enrollees of out-of-state institutions who participate in a dental residency program within New York.

Intubation Training for EMTs: Chapter 542 (A. 8002, Rules, Gottfried)

This legislation permits certified Emergency Medical Technicians (EMTs) who are enrolled in an advanced EMT course to perform endotracheal intubation on an animal as part of pediatric intubation instruction. The EMTs are required to be supervised by a licensed veterinarian, and intubation must be medically indicated as part of the animal's treatment.

Because there are significantly less opportunities for EMTs to practice intubation on children, individuals lives' may be put in greater danger when an inexperienced EMT is called to an emergency scene. The airway of a small animal, preferably a cat, closely resembles that of a child and provides a needed alternative for proper training. There is no harm caused to the animal, and the procedure must be a necessary component of the animal's care.

IV. LIBRARIES AND PUBLIC BROADCASTING

A. Aid to Libraries

New York's libraries represent a tremendous educational, economic, and cultural resource for the State. The numerous local libraries, 23 public library systems, 46 school library systems, nine Reference and Research Library Resource Systems, and specialized libraries, provide information services for residents throughout the State.

State support for public libraries helps ensure that library resources are accessible to all New Yorkers, enabling the attainment of educational, informational, and recreational goals. State aid helps fund library services in such diverse settings as correctional facilities, hospitals, elementary and secondary schools, and institutions of higher education. State appropriations also support the Schomburg Center for Research in Black Culture and the Libraries for the Blind and Physically Handicapped at the New York State Library in Albany and at the New York Public Library in New York City.

Services offered by New York's libraries go far beyond lending books: libraries conduct outreach to specialized populations, provide youth and literacy programs, and participate in computerized inter-library networks for resource sharing.

Chapter 917 of 1990 was enacted to provide State aid increases, improve formulas, and fund new programs over a three-year phase-in period beginning in the 1991-92 State Fiscal Year. The phased-in increases in aid did not materialize in 1991-92 or in 1992-93. In 1993-94, the Legislature added $4.5 million in state aid, allowing Chapter 917 formulas to be implemented at lower levels than what the statute provided for. Also in 1994, the legislation won a $6 million addition in funding for library aid -- an overall increase of 11% over 1993-94. At that point, the Education Department reported 92.5% of Chapter 917 formulas and programs could be funded.

Budget Highlights

Being so close to full implementation of Chapter 917, maintaining adequate funding levels for libraries was among the Committee's priorities. Fortunately, the Legislature was able to maintain library aid at the prior year's level of $81.3 million.

B. Public Broadcasting

Currently, State funding for public broadcasting includes the support of 11 public television stations and 16 public radio stations statewide. State aid to public television and radio enables stations to meet operating costs while maintaining quality and efficient programming including instructional, documentary, and news programs.

The 1995-96 Executive budget recommended a $4.2 million reduction in State aid to public television and radio, which would bring the total amount of funding from $16.7 million in 1994-95 to just $12.5 million. The Legislature was able to find an additional $500,000 for public broadcasting, for a total of $13 million in 1995-96.

APPENDIX A

Professions Licensed or Certified by the Board of Regents

Acupuncture
Architecture
Athletic Trainer
Audiology
Certified Dietician
Certified Interior Design
Certified Nutritionist
Certified Public Accountancy
Certified Shorthand Reporting
Chiropractic
Dental Assisting (effective February 1996)
Dentistry
Dental Hygiene
Engineering
Landscape Architecture
Land Surveying
Licensed Practical Nurse
Massage
Medicine
Midwifery
Occupational Therapy
Occupational Therapy Assistant
Ophthalmic Dispensing
Optometry
Pharmacy
Physical Therapy
Physical Therapy Assistant
Physician Assistant
Podiatry
Psychology
Public Accountancy
Registered Nursing
Respiratory Therapy
Respiratory Therapy Assistant
Specialist's Assistant
Social Work
Speech-Language Pathology
Veterinary Medicine
Veterinary Technology

APPENDIX B

SUMMARY OF THE LAWS OF 1995

The following are summaries of significant pieces of legislation which were signed into law in the 1995 Session.

Chapter 84 **S.2972-A, Defrancisco/A.6389, Bragman.** Updates and makes amendments to the Syracuse University charter.

Chapter 163 **S.2822, Nozzolio/A.4751, Fessenden.** Includes as part of the Seymour Public Library District portions of the Town of Sennett, located within the boundaries of the Auburn City School District.

Chapter 238 **S.3792, Bruno/A.6441, Prentiss.** Establishes a public library district in the Town of Malta, Saratoga County.

Chapter 295 **S.5247, Present/A.8038, Rules (Parment).** Redefines "community college region" to include cities as among the eligible sponsors of a community college, in conjunction with counties or school districts.

Chapter 328 **S.639-A, Gold/A.3147-A, Weprin.** Authorizes the Commissioner of Education to waive the statutory age requirement for licensure in medicine, under certain conditions.

Chapter 344 **S.3609, Goodman/A.6138, Lafayette.** Authorizes the City University Trustees to permit persons ages 60 and over to audit courses on a space available basis.

Chapter 414 **S.3058-A, Farley/A.3640-A, Luster.** Permits users of chartered cooperative or federated public library systems to vote on increases to the library budget.

Chapter 425 **S.3324, LaValle/A.7831, Rules (Sullivan).** Extends the student exemption in dentistry to out-of-State students who are enrolled in a residency program within New York.

Chapter 431 **S.3569-A, LaValle/A.6275-A, Englebright.** Establishes the New York State Water Reduction and Management Institute at SUNY-Stony Brook.

Chapter 515 **S.5497-A, Defrancisco/A.2070-C, Bragman.** Establishes the Northern Onondaga Public Library District in the County of Onondaga.

Chapter 517 **S.1186, Volker/A.2444, Tokasz.** Provides a certification process within optometry licensure for the treatment of eye disease through the prescription and use of pharmaceutical agents.

Chapter 542 **S.1538-B, Cook/A.8002, Rules (Gottfried).** Permits certified Emergency Medical Technicians enrolled in an advanced EMT course to perform endotracheal intubation on animals.

Chapter 557 **S.2406, LaValle/A.3885, Tokasz.** Authorizes the establishment of custodial accounts for SUNY and CUNY employee contribution and investment.

Chapter 565 **S.3593-A, Tully/A.7342, Rules (Silver).** Extends the effective date of and makes technical amendments to Chapter 494 of 1994, implementing the profession of certified dental assisting.

Chapter 571 **S.4172-A, Cook/A.6338-A, Gunther.** Provides greater flexibility in the voting hours related to the Ethelbert B. Crawford Memorial Library.

Chapter 611 **S.4225-C, Defrancisco/A.8287, Rules (Bragman).** Provides for the appointment of private college campus security officers.

Other Legislation Significant to Higher Education:

Chapter 312 **S.5522, Goodman/A.8285, E.C. Sullivan and**
Chapter 313 **S.5523, Goodman/A.8286, E.C. Sullivan.** Authorizes the Dormitory Authority to begin the planning, design, and acquisition of the B. Altman building for the consolidation of CUNY's Graduate School and University Center, and authorizes the relocation of the SUNY College of Optometry to the former CUNY site.

APPENDIX C

HIGHER EDUCATION BILLS THAT PASSED THE ASSEMBLY ONLY

A.882-A	Seabrook	Would establish the Thurgood Marshall Distinguished Chair of Law at the law schools of SUNY and CUNY.
A.1007	Murtaugh	Would conform the professional licensure requirement on citizenship for all professions.
A.1866	Colman	Would require the Commissioner to study and make recommendations on terminology used for college program reviews.
A.6469-C	Magee	Would establish a public library district in Oneida and Madison Counties.
A.6794	E. Sullivan	Would authorize the Higher Education Services Corporation to administer student aid programs for the federal government and other states.
A.7864	Rules/ Sullivan	Would make technical changes to the State Board for Chiropractic and Occupational Therapy.
A.8244	Rules/ Sullivan	Would make continuing education mandatory for dentists.

APPENDIX D

1995 SUMMARY OF ACTION ON ALL BILLS REFERRED TO THE COMMITTEE ON HIGHER EDUCATION

Final Disposition	Assembly Bills	Senate Bills	Total
Total in Committee	207	24	231
Bills Reported			
To Floor	4	0	4
To Ways and Means	28	0	28
To Codes	4	1	5
To Rules	10	0	10
To Judiciary	0	0	0
Bills Having Enacting Clause Stricken	1	0	1
Bills Having Committee Reference Changed	2	0	2
Senate Bills Substituted or Recalled		10	10
Bills Never Reported, Held in Committee	158	13	171

TOTAL NUMBER OF COMMITTEE MEETINGS HELD 14